Forefield Community Infant and Nursery School
SEND Information Report

Forefield Community Infant and Nursery School

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Contents..... **Error! Bookmark not defined.**
1. What types of SEN does the school provide for?.....3
2. Which staff will support my child, and what training have they had? 3
3. What should I do if I think my child has SEN? 4
4. How will the school know if my child needs SEN support?.....5
5. How will the school measure my child's progress? 5
6. How will I be involved in decisions made about my child's education?.....6
7. How will my child be involved in decisions made about their education? 6
8. How will the school adapt its teaching for my child? 6
9. How will the school evaluate whether the support in place is helping my child? 9
10. How will the school resources be secured for my child? 9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 10
13. How does the school support pupils with disabilities?..... 10
14. How will the school support my child's mental health and emotional and social development? 10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?..... 11
16. What support is in place for looked-after and previously looked-after children with SEN?..... 12
17. What should I do if I have a complaint about my child's SEN support? 12
18. What support is available for me and my family?..... 13

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. We want to show you how SEND support works in our school. Forefield Community Infant and Nursery School is a mainstream Infant School. We operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. This is to comply with section 69 of The Children and Families Act 2014 with regard to paragraph 3 of schedule 10 to the Equality Act 2010.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website: https://www.forefieldinfantschool.co.uk/sen/

What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Speech and Language
Cognition and learning	Specific learning difficulties, Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

Which staff will support my child, and what training have they had?

Our special educational needs and disabilities co-ordinator, or SENCO

Our SENCO is Mrs. Vanessa Buckley

Mrs. Buckley has ten years' experience in this role and has worked previously for 18 years in a specialist provision within Sefton. Mrs. Buckley is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2014. She is allocated one day a week to manage SEND provision in our school.

Mrs. Rebecca Thomas is our Special Educational Needs link governor

Class teachers

All of our teachers receive in-house training where necessary and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions as directed by the Class Teacher, Year Group Lead, SENDCo or External Agencies such as Occupational Therapy or Speech and Language Service.

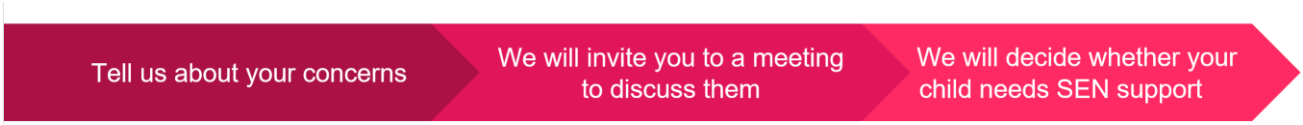
We have teaching assistants whom support pupil's who receive High Needs funding and have an EHCP

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

What should I do if I think my child has SEN?



If you think your child might have SEND, the first person you should tell is your child's teacher.

They can be contacted through the school office or the class email address

They will pass the message on to our SENCO, Mrs Buckley who will be in touch to discuss your concerns.

You can also contact the Mrs. Buckley directly by emailing our school office admin@forefieldinfant.sefton.school

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and barriers are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEND support, we will seek your consent in writing and your child will be added to the school's SEND List.

How will the school know if your child needs SEN support?

The Code of Practice defines a pupil as having SEND "where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (SEND Code of Practice 2014)

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress academically or socially. If the teacher notices that a pupil is not making expected progress, they will try to find out if the pupil has any gaps in their learning and offer intervention to support specific areas of need. Following the intervention, if the pupil is still not making the expected progress, the teacher will talk to the SENCO, and will contact you to discuss further.

The SENCO will observe the pupil in the classroom or on the playground to see what their strengths and barriers are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and may speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SED register, and the Class teacher will complete a one page profile, identifying the child's strengths, barriers to learning and quality first teaching provision. They will assess the areas of speaking and listening, mathematics, reading or writing where appropriate using the "Birmingham Toolkit" and create and individual education plan that will be reviewed termly and new targets created. Information on your child's progress will be reported 3 times a year.

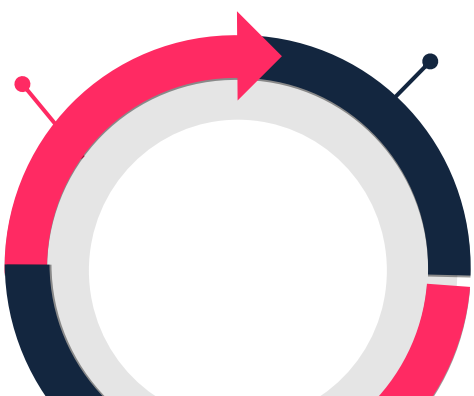
How will the school measure your child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

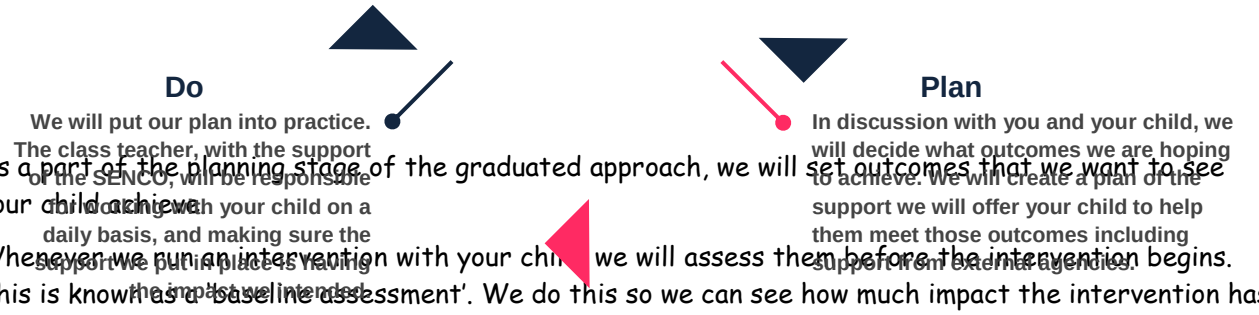
Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and barriers to learning your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will parents/carers be involved in decisions made about their child's education?

We will provide reports on your child's progress three times a year. Your child's class teacher will create and review an Individual Education Plan to set clear outcomes for your child's progress

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

Children who have an Education and Healthcare Plan will have an annual review when a multi-agency team will meet with parents to discuss progress.

How will your child be involved in decisions made about their education?

All children at Forefield Community Infant and Nursery School are consulted at an age/stage appropriate level and their views are valued. We ensure that pupils with SEND where they are able to be involved in any annual reviews and are asked about their strengths and areas for development. All children have opportunities to discuss their thoughts and feelings during PSHE and through our focus on British Values.

How will the school adapt its teaching for your child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the pupil works best. These adaptations include:

Scaffolding - providing enough support so that pupils can successfully complete tasks that they could not do independently

Explicit instruction - a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice.

Cognitive and metacognitive strategies - chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time.

Flexible groupings - when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils.

Use technology – using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge

AREA OF NEED	**CONDITION**	**HOW WE SUPPORT THESE PUPILS**
Communication and interaction	Speech and language difficulties	Clear classroom organisation and structures Clear unambiguous use of language Time provided for pupils to process language Outcomes modelled and demonstrated Access to talking partners or alternative approaches Strategies and approaches to manage change and transitions Speech and language therapy WELLCOM Talk Boost
Cognition and learning	Specific learning difficulties, Moderate learning	A curriculum that is pertinent to pupil's level of attainment or development, where the pupil is aware of the next steps in

	difficulties	learning Curriculum adapted by changing presentation, task or outcomes Reading material accessible to pupils Pupils can present their knowledge / views in a variety of ways Accessibility to personalised learning aids and scaffolds such as word banks, number lines and memory prompts Collaborative working opportunities Repetition and reinforcement of skills Visually supported learning environments Adjustments to alleviate visual stress Multi-sensory approaches to learning Methods to summarise and highlight key teaching points Questions adapted in accordance to level of understanding and emotional needs Interactive learning opportunities Teaching adapted to a range of learning preferences
Social, emotional and mental health	ADHD, ADD	Visual timetables Social stories The use of the TEACCH approach Opportunities to work independently, without interruption in quieter spaces
	Adverse childhood experiences and/or mental health issues	Time to Talk in the Rainbow Room Drawing Therapy
Sensory and/or	Hearing impairment	Adaptations to resources to ensure

physical	Visual impairment	accessibility Access to developmentally appropriate materials and resources Adaptations to presentation of learning Effective use of resources and access technology Support as detailed in access plan or health care plan
	Multi-sensory impairment	Environmental adaptations to suit individual pupils
	Physical impairment	Access to equipment provided to ensure mobility

These approaches are part of our contribution to Sefton's Local Offer. Additional information can be found by visiting:

https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress on Individual Education Plans each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Holding Pupil Progress meetings termly to assess progress
- Holding an annual review to monitor progress if a pupil has an Education Healthcare Plan

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure additional funding to support your child in school.

If that's the case, following the graduated response we would we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority linked to High Needs Funding.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our school trips and are appropriately supported, including the use of buggies or wheelchairs if necessary. We make every effort to make sure that the best possible outcomes are enjoyed by all pupils and carry out robust Risk Assessments of the venue before visiting. We will where it be necessary provide visual support for those children who need it to plan and prepare for the trip.

All pupils are encouraged to take part in our school sports day, fun days and school disco. No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The admissions criteria applies to all pupils for whom education in a mainstream school which is in line with Sefton's admissions policy. Children on SEND support may be given an enhanced transition depending on need. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills so that all children regardless of individual need make the best possible progress. For pupils who have an EHCP and where school has been cited as a preference, there will be a request for consultation sent to the school for the school to respond to stating if they are able to meet the needs of the pupil within a fourteen-day timescale.

How does the school support pupils with disabilities?

Our school has adopted an accessibility policy which can be found on our school website or is available from the school office upon request. If you have specific access queries or concerns please contact the school office. We will endeavour to enable children with SEND and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities. In compliance with paragraph 3 of schedule 10 to the Equality Act 2010, we have accessibility plan which can be found using the following link:

https://www.forefieldinfantschool.co.uk/wp-content/uploads/2021/09/Accessibility-Plan-1.pdf

How will the school support your child's mental health and emotional and social development?

We are an inclusive school that prioritises your child's personal, social, mental and emotional development. The PSHE curriculum supports within a nurturing, caring environment. The class teacher has overall responsibility for this and is supported by any other adults in school as appropriate to the child's needs. We are also able to support families in contacting other agencies who can provide appropriate support. We regularly offer additional focused programs to children Our Pastoral Support Coordinator – Mrs. Trudy Boardman can help signpost families for other additional support or guidance. We support children in their well-being through a range of strategies and activities such as our Forefield Five Ways to Wellbeing, Class Dojo's, Growth Mindset Assembly linked to metacognition and self-regulation, school council, Year Two monitors, Children's University, School Visits and Visitors and qualified Mental Health First Aiders available throughout our school

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Entry to Nursery transition includes:

An evening, usually in June, when parents are invited to a meeting to gather information from key staff in school in relation to practices and procedures in school i.e. uniform, school meals, attendance and welfare and SEND

A tour of the child's learning environment during which they will have the opportunity to ask any questions that they may have

A visit for the child and parent in a smaller group prior to learning when parents can stay with their child until they are settled.

A home visit from the Nursery class teacher and teaching assistant in September to gather key information about the child to ensure that individual needs are catered for thereby facilitating a smooth transition.

Entry to Reception includes:

An evening, usually in June, when parents are invited to a meeting to gather information from key staff in school in relation to practices and procedures in school i.e. uniform, school meals, attendance and welfare and SEND.

A tour of the child's learning environment during which they have the opportunity to ask any questions that they may have

If the child does not attend our school Nursery, the lead teacher in Reception and, where appropriate, the SENCO will visit the child in their preschool setting and talk to staff

The child will have the opportunity to meet their teacher and new friends for an afternoon prior to starting in September

A phased intake in smaller groups to help the child settle in

Between classes includes:

The children and parents are informed of their move in the 2nd half of the summer term and their new teacher identified

Visiting their new class and teacher for two transition visits

Sharing of information between 'old and 'new' class teachers to discuss support strategies and progress for any children already identified as SEND.

To the Junior School:

An assembly in the Infants by the head teacher of the Junior school for children moving

Parents are invited to attend a meeting at the Junior school

A buddy system where Year 4 children from the Junior School show the children around the school and spend time with them during the summer term

Opportunity for the children to visit the Juniors to watch an assembly or special event

Sharing of information between 'old and 'new' class teachers to discuss support strategies and progress for any children already identified as SEND.

Before a move to the junior school, the receiving SENCO hosts a transition meeting and transition paperwork, applications for additional funding alongside new support plans are agreed.

The receiving SENCO will call all of the parents of pupils with SEND

What support is in place for looked-after and previously looked-after children with SEN?

Mrs. Beverley Roberts will work with Mrs. Vanessa Buckley our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Should parents have any concerns then they should firstly talk to the child's class teacher. Parents can also make an appointment to see the school SENCO or Headteacher.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

For further information on how to make a complaint please follow the following link

- For further information on how to make a complaint please follow the following link

https://primarysite-prod.s3.amazonaws.com/uploads/2b8e9219a05a4a4abe809950330a3b9f/8009/SchoolComplaintsprocedureFeb2014.pdf

What support is available for me and my family?

Forefield Community Infant and Nursery School is committed to working in partnership with parents in the best interests of their child. We offer signposts to other agencies who can support our families where appropriate and liaise with pastoral support to offer personalised support and guidance.

Details of Seton's expectations linked to Quality First Teaching, The Local Authorities Local Offer and Sefton's expectations regarding SEND Provision in Primary Settings can be found on our website:

https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0

Details for support services for parents of pupils with special needs and disabilities in Sefton is:

https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=wBXaryM_SUo

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle